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DEPARTMENT

DIVISION OF  
CORRESPONDENCE STUDY

1930-31

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CORRESPONDENCE STUDY

1930-31

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## CORRESPONDENCE STUDY DIVISION

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Ohio University aims to extend the privileges of college training as widely as possible. The function of the Correspondence Study Service is to direct the study of properly qualified persons who are unable to attend the regular classes of the University or the group extension classes, but who are desirous of making good use of spare time. Many of the courses offered will be found to have a direct bearing upon the problems of persons regularly employed. Others will offer opportunity for cultural development in leisure hours.

Many of the foremost American universities have recognized this plan of extending their work. Non-commercial institutions in forty States and the District of Columbia have demonstrated the fact that certain courses can be taught successfully by correspondence. Some of the advantages of residence study are lacking, but Correspondence Study has compensating advantages. It develops and encourages self-reliance, initiative and perseverance. The teaching is individual and personal. Each student studies and recites the whole lesson.

**Appeal.** Many courses will appeal especially to students who are beginning or continuing college studies. Among these students will be found teachers who cannot avail themselves of resident instruction. There will be other students engaged in various activities of life other than teaching who hope to fit themselves better for their work. These include business men and women, ministers, social workers, and others who wish to engage in systematic study in their spare time.

**Admission.** Only graduates of a first grade high school or the equivalent are admitted to correspondence study courses.

If the student has never been registered in Ohio University, he should forward his high school credentials to the Registrar, and ask that he be admitted for correspondence study. The Registrar will inform the Extension Service Department when such credentials have been received.

Students twenty-one years of age or over, who have not met the required high school credit for entrance, may be admitted to the correspondence courses as special students, provided they show aptitude to carry the work. Such a special student is not a candidate for graduation until the deficiency in high school work has been made up.

**How to Register.** When admission to the University has been arranged, the student should forward to the Extension Service Division, Ohio University, Athens, Ohio, a formal application for each course desired, with the appropriate fee. Application blanks will be furnished on request. Registration may be made at any time.

Upon receipt of the application and fee, the first study units will be sent with complete instructions for study and directions for returning written lessons. Each lesson paper will be returned promptly to the student with corrections and suggestions. It is the aim of the University to keep in close touch with the progress of each student and to give adequate guidance at all times.

**Plan of Work.** Each course is designed to be the equivalent of a course given to students in residence. Each lesson consists of full directions for study, assistance, suggestions, and test questions on the student's method of work and mastery of the subject. The instructors are all regular members of the University Faculty.

Ordinarily a two-hour course will consist of 24 lessons or study units; a three-hour course, 36 lessons or study units; in other words 12 study units will be presented for one semester hour of credit. Since approximately four hours of study will be required for each study unit, two study units ought, in most cases, to be completed by the student in one week. Each course represents a definite amount of work. The number of lessons into which it is divided will depend somewhat upon the nature of the work.

**Credit.** To secure credit for a correspondence course the student must pass a final examination within a month after he has sent in the final study unit. This examination may be taken either at the University or elsewhere under a representative of the University. The representative in most cases, is a school superintendent, principal, or minister in the community where the student lives. The student is usually asked to suggest such a representative and to secure his promise to conduct the examination. No fee is paid to such an examiner. He will ordinarily give such service for the benefit of the student.

**Amount of Work.** A maximum of 18 semester hours of extension work including both group extension work and correspondence study is allowed toward a two-year diploma and 30 semester hours in like manner toward a four-year degree. The student may finish courses as rapidly as is consistent with good work but those who are employed on full-time will be limited to a maximum of 6 hours during any academic year. Others may complete not to exceed 10 semester hours in one year. Only such courses as are listed as requirements or electives in any general course, will be credited toward graduation.

Ohio University gives no diploma or degree for work done wholly in absentia.

**When to Begin.** A student may begin a course for which he is prepared at any time. He is expected to complete it within nine months after the date of his registration. His reports must be distributed somewhat evenly over the period which he gives to the course. In case a student does not complete a course within nine months, a three months' extension may be secured upon the presentation of a good excuse to the Department of Extension Service and the payment of a fee of \$3.00.

When a student does not report either by lesson or by letter within a period of 90 days, he thereby forfeits his right to further instruction in the course. Under this condition his fee cannot be refunded. A student is not permitted to carry correspondence work while in residence, either at Ohio University or other college.

**Cost.** The fee for correspondence study is \$6.00 a semester hour. A two-hour course, therefore, costs \$12.00; a three-hour course, \$18.00. All fees are payable in advance. In no case will the entire fee be refunded and after the student has reported on three study units, no part of the fee will be refunded. Before three units have been reported upon, a transfer from

one course to another may be allowed, but no refund can be granted except for worthy cause. The student must forward with each study unit, a stamped, self-addressed envelope for its return.

Books and stationery may be ordered from Logan's Book Store, Athens, Ohio, or the books may be obtained from the publishers.

# DEPARTMENTS OF INSTRUCTION

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## COURSES OF STUDY

The following courses are offered to meet the needs of students in both colleges—the College of Liberal Arts and the College of Education. Course numbers in 100 and 300 denote subjects in the College of Liberal Arts. Courses in 100 are open to Freshmen. Course numbers in 200 and 400 denote subjects in the College of Education; those in 200 are primarily for Freshmen and Sophomores; those in 400, for Juniors and Seniors.

Many courses in one college will be accepted toward graduation in the other college. They are always accepted when there is no corresponding department in the other college, provided the required studies will allow their selection.

### AGRICULTURE

201c. Methods in General Agriculture. This course is divided into six parts; Plant Propagation, Soils, Crop Production, Farm Enemies, Animal Husbandry, and Rural Economics. The main purpose of the course is to enable teachers to present the farm problem in such a way as to enable pupils to decide for themselves whether farming appeals to them as a desirable vocation. Use will be made of the common animals and plants found in every community. Three hours. Dr. Copeland.

207c. Forestry. This course aims to acquaint the student with ways of tree and shrub identification. Each student will be required to make a collection of leaves, fruits, and twigs. As far as possible a study will be made of seasonal differences. Two hours. Dr. Copeland.

218c. Methods in Home Gardening and Floriculture. This course is planned to acquaint the students with problems that arise in the growing of vegetables and flowers. This study will include conditions favorable and necessary for successful gardens whether being grown for pleasure or profit. Consideration will also be given to gardening and floriculture as a means of teaching soils, seeds, varieties, cultivation, harvesting, and marketing to pupils in rural and village communities. Three hours. Dr. Copeland.

415c. Evolution and Heredity. The aim of this course is to consider the prominent theories of organic evolution and heredity. This course is open to students of junior or senior rank and presupposes a knowledge of botany and zoology. Required of all candidates for a degree in the College of Education. Three hours. Dr. Copeland.

416c. Evolution and Heredity. Continuation of Course 415c. Three hours. Dr. Copeland.

### ART

104c. Interpretation of Art. This course, which is designed to foster an intelligent appreciation of the arts of painting and sculpture is planned for the benefit of the teacher who has not specialized in art, but who is required to teach it in a limited way, as well as for the person who wishes it for its cultural value. The appreciation of the student is developed through a study of the principles of composition, through an analysis of the works of the old and modern masters, and through a critical study of the aims and achievements of schools and movements in the major branches of the Fine Arts. Two hours. Mr. Roos.

## BIOLOGY

**107c. Personal and Public Health.** A course dealing with the human body and its relation to environment with special emphasis upon its structure and function. The various body systems will be studied and this study will be followed with several lessons upon their hygiene. Two hours. Mr. Elliott.

**113c. General Bacteriology.** Well adapted to the needs of the general student or to the teacher of hygiene or general science. The course takes up the history of bacteriology, the nature of micro-organisms and their activities, attempting at all times to bring out the relation of the subject to hygiene and the basic relations of bacteria to disease. Three hours. Mr. Frey.

**129c. Hygiene.** A course dealing with the care of the human body. The first few lessons will be on the anatomy and physiology of the body. This will be followed by the hygiene of the various systems and of the body as a whole. A few lessons will be included to show how germs produce disease and how these diseases may be prevented or cured. Text: *Hygiene for College Students*, by Meredith. Two hours. Mr. Frey.

**301c. Human Heredity.** A consideration of heredity in which the inheritance of human characters will receive particular attention. The course is introduced by a study of the mechanism of heredity followed by a consideration of the inheritance of anatomical features, functional defects, mental traits, racial characteristics. Presupposes an introductory course in biology. Three hours. Dr. Krecker.

**327c. Human Anatomy.** A course dealing with the structure of the Human Body. Several lessons will be devoted to the study of each of the body systems but special emphasis will be given to the skeletal and muscular systems. Three hours. Mr. Elliott.

**319c. Human Physiology.** Especially adapted for those students who have had no previous training in Physiology or Chemistry.

Sufficient elementary anatomy is given during the course to serve as a basis for the study of the functions of the different organs of the body. The fundamental properties of living organisms, the physiology of each of the large systems composing the human body, as muscles, bones, blood, circulation, respiration, digestion, nutrition, excretion, nervous elements, and reproduction are studied in logical order. No laboratory work. Ample reading material for the course is found in the text, *Martin's Human Body*. Three hours. Mr. Rowles.

## CHEMISTRY

**103c. General Chemistry.** A fundamental course in college chemistry designed for those who wish to major in Chemistry or to begin a premedical course. Three hours. Mr. Clippinger.

**103Lc. General Chemistry Laboratory.** For those who have a laboratory available an additional hour of credit in connection with the above course may be obtained. One hour. Mr. Clippinger.

**104c. General Chemistry.** This course is a continuation of Chemistry 103c, and comprises the second semester's work in general chemistry. Three hours. Mr. Clippinger.

**313c. Organic Chemistry.** This is a brief course in the fundamentals of organic chemistry, intended to furnish a background for those studying in allied fields. Four hours. Mr. Clippinger.

**325c. Advanced Inorganic Chemistry.** A course in the basic physical principles of Inorganic Chemistry designed for teachers or for those who may wish to increase their knowledge in this field and receive college credit. Three hours. Mr. Clippinger.

#### CIVIC BIOLOGY AND BOTANY

**203c. Botany.** An introductory course. Attention will be given to field work with the identification of plants and a close study of their economic value. The collecting and mounting of specimens will be required. Three hours. Mr. Boetticher.

**204c. Botany.** Continuation of Course 203. Three hours. Mr. Boetticher.

**205c. Civic Biology.** A course adapted to the needs of those teaching the subject. The following topics will be dealt with: (1) insect life of autumn with emphasis on aspects of economic importance; (2) spiders, mites, and ticks; (3) mammal problems with emphasis on rodents; (4) animal parasites; (5) fungi and bacteria; (6) mollusks. The collecting and identifying of specimens will be required as well as some dissecting. Charts and specimens will be loaned. Three hours. Dr. Matheny.

**206c. Civic Biology.** A continuation of Course No. 205c. The topics for study will be: (1) birds; (2) reptiles; (3) water life. Three hours. Dr. Matheny.

#### CIVIL ENGINEERING

The two courses given in Mechanical Drawing parallel those given in regular residence work and may be substituted in any engineering course.

**105c. Mechanical Drawing.** No previous knowledge of Mechanical Drawing is presupposed. Much attention is paid to lettering, "Lessons in Lettering," by French and Turnbill serving as a copy book for the exercises. Geometric constructions, orthographic projections and sectional views are taken up and studied in pencil and ink. French's "Engineering Drawing," third edition, serves as a guide.

An outfit for Mechanical Drawing may be secured through the Division of Correspondence Study of Ohio University; price \$15.00 to \$25.00. Any standard make of instruments may be used provided they fulfill the requirements as set forth in the text. Two hours. Mr. Thomas.

**106c. Mechanical Drawing.** A continuation of Course 105c, in which isometric projections, screw threads and bolts, detail and assembly machine drawings and house plans are taken up. Work is done in pencil and tracings are made after drawings have been checked by instructor. The same instruments as were used in Course 105c are used in 106c. Two hours. Mr. Thomas.

#### COMMERCE

**103c. Accounting 1a.** The first half of Accounting 1. For beginners in accounting. Planned to give an understanding of the fundamental principles of the subject. Accounts with Cash, Persons, Notes Receivable, Notes Payable, Furniture and Fixtures, Capital, Purchases, Sales, Expense, Interest Expense, and Interest Earned are studied; a set of books consisting of General Journal, Sales Book, Purchases Book, and Cash Book is written up by the student to cover three months of a certain retail business; trial balances, balance sheets, and profit and loss statements are made; and the books are closed twice. In addition to the set of books, numerous problems are assigned to give practice in journalizing, making of statements, and in closing of

ledger. The text is "Twentieth Century Bookkeeping and Accounting," Parts 1 and 2. Two hours. Mr. Beckert.

**104c. Accounting 1b.** The second half of Accounting 1. Offered to those who have had Accounting 103c or the equivalent. A set of partnership books for a wholesale grocery business is written up. New accounts are introduced, among which are Reserve for Depreciation, Reserve for Doubtful Accounts, Accrued Interest Receivable, Accrued Interest Payable, Purchases Returns, Sales Returns, Freight In, Sales and Purchases Discounts, Selling Expense, Loss on Doubtful Accounts, Proprietor's Personal Accounts, etc. As in Course 103c, problems are assigned to test the student's understanding of the work done in the set of books. The texts used are: "Twentieth Century Bookkeeping and Accounting," Parts 1 and 2; "Principles of Accounting," Hodge and McKinsey. Two hours. Mr. Beckert.

**131c. Business Correspondence.** This course is concerned with the various letters used in business—the letter of application, recommendation, order, contract, inquiry, sales, adjustment, credit, collection, good will and information. It deals with the psychology, mechanics, and technique of effective written expression. Two hours. Miss Reynolds.

**316c. Principles of Advertising.** A survey course dealing with the general field of advertising. The purposes of advertising, the methods of advertising expression, the forms of advertising, and the organization of the advertising department are considered. Three hours. Mr. Conrad.

**346c. Principles of Marketing.** This course will be devoted to a study of the principles, methods, and policies of marketing agricultural and manufactured products. A knowledge of elementary economics is desirable as a background for the course. Texts: Principles of Marketing—Maynard, Weidler, and Beckman; Principles of Merchandising—M. C. Copeland. Three hours. Mr. Paynter.

#### ECONOMICS

**301c. Principles of Economics.** The purpose of this course is to provide an introduction to economics for university students and the general reader. The course will emphasize the following theoretical material: Production, consumption, distribution, and experiments. Three hours. Mr. Gubitz.

**302c. Principles of Economics II, or Economic Problems.** Course 301c, Principles of Economics is a prerequisite.

An effort will be made to present the chief economic problems; that is, money and banking, business cycle, credit, international economic relations, government and taxation, and economic control. Three hours. Mr. Gubitz.

**305c. Labor Economics.** A general survey of the forces that give rise to modern labor problems. The course is given from the standpoint of a citizen and a student interested in the main phases of the modern labor problem—individual and collective bargaining, wages, hours, employment, safety, and health, social insurance, administrative and labor legislation. It endeavors to sketch the background of the various labor problems, indicating the nature and extent of each and describe what legislative remedies have been thus far applied. Three hours. Mr. Gubitz.

#### EDUCATION

**261c. History of Elementary Education.** A general course treating especially the curriculum and methods of teaching in elementary schools dur-

ing the modern period. The course emphasizes American conditions as modified by English influences and by the work of Pestalozzi, Herbart and Froebel. Readings, reports, and examinations. Open to Sophomores preparing to teach or supervise in elementary schools. Three hours. Dr. Gard.

**461c. Principles of Secondary Education.** An introduction to secondary teaching. A study of the purposes of high school instruction, economy in classroom management, types of learning and teaching, the influence of age on learning, the relation of interest and differences in capacity to learning. Supervision of study, the art of questioning and measuring the results of teaching. Open to Juniors and Seniors. Three hours. Dr. Gard.

**467c. History of Education.** Greek, medieval and modern theory and practice. The course treats both elementary and secondary education. The influence of the Renaissance, the Reformation and the French Revolution upon education are studied. Emphasis will be laid upon political and economic conditions in so far as they influence the structure and control of Western education. The national school systems of France, Germany, and England will be compared with the educational arrangement of the United States. Open to Juniors and Seniors. Three hours. Dr. Gard.

**468c. History of Education in the United States.** European influence; social, economic and political forces; the rise of public education; the growth of the high school; the development of a teaching profession. The period from colonial times to the present is treated. Open to Juniors and Seniors. Three hours. Dr. Gard.

**262c. Principles of Elementary Education.** An elementary course, intended for those without much acquaintance with elementary school work, and designed primarily to meet the State Department of Education requirement for the Elementary Certificate. The course is a study of the principles underlying the selection of subject-matter and the principles of the learning process applied to teaching elementary school subjects. Three hours. Dr. Hansen.

**267c. Educational Measurements (Introduction).** A study of the use of educational tests and scales in the intermediate and upper grades. Practice in giving and scoring tests, charting and diagnosing the result. Attention given to remedial treatment of unusual difficulties revealed by the tests. Open to Sophomores preparing to teach in the intermediate and upper grades. Two hours. Dr. Sias.

**285c. Classroom Management.** This course is designed to give the student an acquaintance with the mechanics of managing a classroom. It deals with such subjects as organization, control, attendance, keeping records, making reports, classification, promotion, program making, auxiliary educational agencies, looking after the health of the pupils, the motivation and socialization of school work, teaching pupils how to study, the assignment of lessons, types of the recitation, adapting school work to individual differences, measuring the results of teaching, and other routine factors. Throughout the course, special emphasis is placed upon classroom management as a social problem of large potential importance. Open to Freshmen and Sophomores. This course is open to persons actually engaged in teaching. Three hours. Dr. Beechel.

**289c. The Elementary Curriculum.** Careful attention is given to the following topics: The objectives of modern education, the place of the curriculum in the modern school, its adaptation to the learning ability of the pupils, the teacher's proper relation to the improvement and success of the curriculum, and the objectives, content material, methods of teaching, and standards of attainment of the various subjects comprising the curriculum. This course is accepted by the State Department of Education as fulfilling the three hours requirement in school administration for certification. It is especially recommended for teachers with experience who are members of committees engaged in curriculum revision or the writing of a new course of study in some elementary school subject. Three hours. Dr. Hansen.

**485c. School Administration.** This course in school administration is designed to meet the needs of advanced students, experienced teachers, and administrators. Some of the topics considered are: The history and development of school administration, the organization of the school system for effective work, the school administrator and his work, the teaching corps, courses of instruction, promotion of pupils, school costs, salary schedules, special schools, and related topics. Three hours. Dr. Job.

**487c. High School Administration.** This is a general course designed to meet the needs of the teacher beginning his work as a high school teacher. It may serve also as a general introductory course for high school principals. The course deals with the problems of organization and administration of the high school—both Junior and Senior. The duties and responsibilities of the principal and the teacher-principal relationships are given special attention. Open to students with Junior and Senior standing. Three hours. Dr. Job.

**493c. Vocational Guidance.** This course will deal with the various phases of educational and vocational guidance. These will include the meaning of and necessity for guidance, and the fields of activity in vocational guidance including the study of occupations, the analysis of the child, the study of opportunities for vocational training, the study of opportunities for employment, placement and follow-up, and scholarships. The course will deal also with the administration of vocational guidance and methods to be used in giving direction and assistance to children and youth. Three hours. Dean McCracken.

#### INDUSTRIAL EDUCATION

**420c. Methods of Teaching Industrial Arts.** This is a study of the methods of teaching the industrial arts, and it is required of all students whose major study is industrial education. Students will be taught to construct lesson plans and job sheets and to operate an accounting system for school shops. Emphasis will be placed on the making and scoring of shop tests and related information tests, and on the scoring of mechanical drawings and shop projects. Three hours. Mr. Kinison.

**428c. Problems of Industrial Education.** This course is a comprehensive survey of the field of industrial education, and each phase of modern industrial education will receive particular emphasis. These phases include the full-time unit-trade school, the corporation school, the correspondence school, the evening school, the general continuation school, the part-time school, and industrial arts in the elementary schools, in the junior high school, and in

the senior high school. A study of the training of female industrial workers will also be made in the course. Three hours. Mr. Kinison.

#### SPECIAL EDUCATION

216c. Curriculum and Methods of Special Education. This course will include an investigation concerning methods of individual instruction, the organization of the curriculum in special classes, the psychology of special disabilities and methods of remedial instruction. Three hours.

221c. Research and Experimentation in Special Education. This course affords the student an opportunity to do individual research related to the problems of exceptional children. The problem selected will depend upon the choice of the research student and the local available opportunities. One hour.

415c. Organization and Management of Special Education. An extensive study of the organization and management of classes for exceptional children, types of special classes as they are found in some of the best city and rural school systems and experiments that are being carried on, selection and classification of children, direction and after-care, vocations for special children, and various state laws providing for the organization of special classes and an exhaustive study of the special laws of the state in which the student resides. Three hours.

#### KINDERGARTEN-PRIMARY EDUCATION

207c. Fundamentals of Kindergarten-Primary Education. A study of the influence of biological and psychological principles upon the organization and method of teaching in kindergarten, first and second grades; the activities which organize health, social, language and reading experiences, including the needs, objectives, materials and methods of teaching these subjects; the place of writing, spelling and number in the first and second grades. A brief survey of the daily program and the organization of the year's work will be made. Some observations in each of the above groups will be required. Three hours. Miss MacLeod.

#### EDUCATION—SPECIAL METHODS

- 201c. Methods in General Agriculture. (See Agriculture.)
- 207c. Teaching Arithmetic in Primary Grades. (See Mathematics.)
- 209c. Teaching Arithmetic in Intermediate Grades. (See Mathematics.)
- 210c. Literature and Composition for the Grammar Grades. (See English.)
- 211c. Teaching History in Elementary Schools. (See History.)
- 226c. The Teaching of Language in Grades Three to Six. (See English.)
- 227c. The Teaching of Language in the Junior High School. (See English.)
- 229c. The Psychology and Pedagogy of Spelling. (See English.)
- 265c. Teaching Reading in the Primary Grades. A course planned to acquaint primary grade teachers with the best methods of training pupils to read. It deals with both the recreatory type and the work type of reading; the levels of achievement for the three grades; the preparation period, the initial period, and the period of rapid growth in fundamental attitude, habits,

and skills. Scientific investigations into the field are examined for their results as applied to the work of teaching. Two hours. Dr. Hansen.

**266c. Teaching Reading in the Intermediate Grades.** The work is designed for training teachers in methods of teaching reading effectively, in grades four, five, and six. It begins with a general summary of methods used in the primary grades and a discussion of the levels of achievement for the first three grades. The study includes procedures and materials in training children for the efficient use of books for the purpose involved in social needs and future school needs. Remedial work is an important point considered. Two hours. Dr. Hansen.

**412c. Teaching History in Junior and Senior High Schools.** (See History.)

**441c. The Teaching of Health and School Health Problems.** (See Physical Education.)

#### ENGLISH

**101c. English Composition.** Required of all students in the College of Liberal Arts. The purpose of the course is to develop accuracy and clearness in expression. Textbook assignment and frequent themes. Three hours. Mr. Mackinnon.

**102c. English Composition.** A continuation of 101c. The work will be largely in the field of narration. Textbook assignments and frequent themes. Three hours. Mr. Mackinnon.

**303c. A Survey of English Literature from the Beginning to 1744.** The historical development of English literature from the death of Pope to the and works of the most important and most representative authors, the principal literary forms and tendencies, and the political and social backgrounds of the various periods. This course, with its companion 304c, is the only University course providing a general foundation for all advanced study of English literature. It is recommended to all high school teachers of English and to any other mature person who desires a broad general knowledge of English literature. Three hours. Mr. Peckham.

**304c. A Survey of English Literature from 1744 to the Present Day.** The historical development of English literature from the death of Pope to the present day; the lives and works of the most important and most representative authors; the principal literary forms and tendencies; and the political and social backgrounds of the various periods. This course, with its companion 303c, is the only University course providing a general foundation for all advanced study of English literature. It is recommended to all high school teachers of English and to any other mature person who desires a broad general knowledge of English literature. English 303c is a valuable introduction to this course, but not a prerequisite. Three hours. Mr. Peckham.

**307c. Modern American Literature.** This course will be mainly concerned with the new and genuinely national literature which arose in the period following the Civil War. After a rapid survey of the political and social backgrounds and of the principal literary tendencies of the period, some attention will be given to the leading transition writers. Most of the course, however, will be devoted to the pioneers of the new native literature. Taylor, Aldrich, Stedman, Lanier, Harte, Hay, Mark Twain, and Whitman will be studied as representative writers. Two hours. Mr. McQuiston.

**308c. Modern American Literature.** A continuation of 307c, which, however, is not a prerequisite. Romantic, realistic, local color, and journalistic tendencies will be traced in the literature of the new national period. The history of the novel, the short story, and the later poetry will be brought down approximately to the present. Two hours. Mr. McQuiston.

**312c. Modern Drama.** A reading course in the drama of today. Occasional papers on assigned topics. Plays by such writers as Bennett, Ervine, Dunsany, Galsworthy, Maugham, O'Neil, Shaw, Rostand, d'Annunzio, etc., will be read and discussed. Two hours. Mr. Mackinnon.

**326c. The Short Story.** A study of the history, criticism, and technique of the short story. The student will be required to read and report on a considerable number of representative short stories. Two hours. Mr. McQuiston.

**329c. Readings in Modern Literature.** An elective course in the College of Liberal Arts. The reason for offering this course is the belief that many persons who would like to form an acquaintance with the best literature of our own day are unable to do so, because they lack the means to buy all of these books, and are not near great public libraries. About fifteen of the outstanding books of recent years in several fields—the novel, drama, poetry, travel, biography, etc.—will be read. The books are not to be studied; they are to be read for pleasure. The student will write an informal discussion of each. No text will be used, but a special fee of three dollars will be charged for the use of the required books, which will be furnished by the Division of Correspondence Study. Two hours. Mr. Mackinnon.

**201c. Freshman Composition.** Required of all students in the College of Education. The purpose of the course is to teach the student the principles of written composition, correlated with methods of teaching composition in the grades. Three hours. Mr. Slutz.

**202c. Freshman Composition.** Continuation of 201c. Three hours. Dr. Heidler.

**205c. American Prose.** One of the four courses in literature—203, 204, 205, 206—is required of students in the two-year and four-year courses in the College of Education. American prose is one of these. This course is also accepted as an elective in the College of Arts. The work is based upon selected material from Franklin, Irving, Cooper, Poe, Hawthorne, Emerson, Thoreau, and Lowell. An intensive study is made of "The Scarlet Letter" and some of the representative essays of Emerson and Lowell. Three hours. Dr. Foster.

**206c. English Essay of the Victorian Period.** This is a study of representative essays of Carlyle, Macaulay, Thackeray, Bagehot, Morley, Ruskin, Arnold, and Stevenson. Three hours. Dr. Foster.

**208c. Juvenile Literature.** A study of myths, fables, folk-lore, fairy tales, and one epic. Language work. Two hours. Miss Kahler.

**210c. Literature and Composition for the Grammar Grades.** Folk-lore suitable for these grades; material from the poetry and prose of American and English writers. Method work in composition. Two hours. Miss Kahler.

**226c. The Teaching of Language in Grades Three to Six.** The aims of this course are as follows: To discuss ends to be achieved in teaching language; principles underlying selection of subjects for writing; an outline of what knowledge of the mechanics of writing, what habits of correctness in their use, what knowledge of grammar, and what power in composition, oral

and written, can be expected of children at different points in the grades; the relation of oral and written composition; methods of correcting errors. Prerequisite, 201 Freshman Composition. Two hours. Miss Apgar.

**227c. The Teaching of Language in the Junior High School.** A study of the content and presentation of language work for grades 7, 8, and 9 which continues the work of course 226c, although this course may be taken without the other. The topics to be considered are composition as a social study, freedom and accuracy in expression with study of models, the grammar of the English sentence, drills, and spelling problems. Prerequisite, 201 Freshman Composition. Two hours. Miss Apgar.

**229c. The Psychology of Spelling.** The process of learning spelling and the operation of the spelling habit; the relative value of the drill method and the incidental method of teaching spelling, of the oral and the written spelling lesson, and of the writing of words in dictated sentences or in columns; the sources of difficulty in English spelling; individual difficulties in spelling—these and related topics with the psychological principles that control them constitute the subject-matter of the course. Two hours. Miss Apgar.

**405c. Contemporary American Poetry.** This course embraces a study of the recent tendencies in American poetry as represented in the work of Robinson, Sandburg, Frost, Amy Lowell, Masters, Lindsey, and others. Two hours. Open to Juniors and Seniors. Dr. Foster.

#### **GEOGRAPHY AND GEOLOGY**

The department of Geography and Geology reserves the right to reject any applicants for correspondence work whose preparation and experience does not seem to fit them to carry the work successfully. In general, high school graduates without college work in geography or experience in teaching should not attempt courses in the department because of unfamiliarity with maps and equipment. Judgment as to the applicant's ability to carry the course will be based upon information submitted upon the application blank. The following courses are accepted as science requirements in the College of Liberal Arts and in the College of Education.

**203c. Geography and Environment.** A course in the aspects of geography which have to do with the responses of man to his physical environment. This is the first semester of a year's work in geography in the College of Liberal Arts. A cultural and practical course. High school physical geography a prerequisite. Three hours. Dr. Cooper.

**208c. Economic and Regional Geography of North America.** This course will develop in considerable detail the geography of the geographic divisions of North America. It will also develop a method of continental study of great value to teachers. This course or any other of the continental studies offered should be taken as the second half of the year's work by students of the College of Liberal Arts. These continental studies are also adapted to the needs of the students of the School of Commerce. Three hours. Dr. Cooper.

**209c. Economic and Regional Geography of South America.** Description same as for 208c. Three hours. Dr. Cooper.

**407c. Geographic Influence in American History.** A course which is intended to show the close correlation of geography and history in the development of our nation. The course should be of great help to teachers of geography and history. Three hours. Miss Atwood.

**414c. Geography of Production, Trade, and Consumption.** A study of the production, preparation, trade, and consumption of the world's major products of food, clothing, tools, and shelter. The course shows how the material things of the world have influenced man's interests and should prove especially helpful to Junior High School teachers of geography. Three hours. Miss Atwood.

## HISTORY

**101c. Medieval European History.** A study of the social, political and economic development of the Modern European states during their formative period in medieval times. This course and course 102c form the basis for all work in the European history field. Text: Thatcher and McNeal—"Europe in the Middle Ages." Collateral reading. Three hours. Mr. Jones.

**102c. Modern European History.** The development of the great institutions in England, France, Germany, etc. It is the aim of this course to give a foundation in European history to those wishing to specialize in that field. The work, general in character, will be of direct benefit to the American history students as well as the average American citizen. May be taken as a separate course or as a continuation of course 101c. Text: Schewill, "Political History of Modern Europe." Collateral reading. Three hours. Mr. Jones.

**117c. History of Greece to the Death of Alexander the Great.** Open to all students. Text: Botsford, *Hellenic History*. Two hours. Mr. Jones.

**118c. History of Rome to 476 A. D.** Continuation of Course 117. Text: Boak, *History of Rome*. Two hours. Mr. Jones.

**311c. English History During the Tudor Period.** Open to Sophomores, Juniors, and Seniors. This course deals with the narrative and constitutional history of England during the 16th and 17th centuries. No true conception of the English people of today can be gained without a knowledge of these formative periods. Two hours. Mr. Jones.

**312c. English History During the Stuart Period.** This course deals with the history of England during the 17th century. The breaking down of absolutism and the establishment of the principle of the sovereignty of the people form the underlying current of history of the period. Two hours. Mr. Jones.

**313c. French Revolution and Napoleonic Era, 1789-1815.** Open to Sophomores, Juniors, and Seniors. The story of the French Revolution. The rise and fall of Napoleon the Great. Three hours. Mr. Jones.

**314c. Contemporary Europe in the 19th Century.** The course is the connecting link, in the European History, between the Congress of Vienna and the World War. The formation of the German Empire, the French Republic, the Italian Monarchy, and the English "Democracy," with their inter-allied relations lay the basis for this course. Three hours. Mr. Jones.

**201c. American History.** This course follows the development of our country from the earliest inhabitants through the discoveries, exploration and colonization, revolution and independence, constitutions, nationalism, the new West, and sectionalism. Three hours. Mr. Hoover, Mr. Morrison, Dr. Smith.

**202c. American History.** This course follows Course 201c, beginning with reconstruction, and covers the field to the present time. Three hours. Mr. Hoover, Mr. Morrison, Dr. Smith.

**211c. Teaching History in Elementary Schools.** The history of history instruction in the schools; the course of study; methods and materials for the several grades of instruction; testing results; school problems related to history teaching. Two hours. Dr. Smith.

**212c. The History of the South to 1860.** The purpose of the course is to give the student an understanding of the social, political, and economic conditions of the ante-bellum South. Topics: Geography of the South; origins of the people; the South in the American Revolution; the rise of the political institutions and philosophy of the South; social and economic conditions; the struggle between the tidewater region and the up-country; the rise of the cotton states; expansion into the Southwest; the ascendancy of the lower South; religion and education; plantation life; the slavery system; transportation; role of the South in national affairs; sectional alliances; the drift towards nationalism. Three hours. Mr. Morrison.

**214c. The New South.** The purpose of the course is to give an understanding of the social, political and economic life of the people of the South since the Civil War. Topics: The background in the cotton plantation and Civil War times; the situation facing the disbanded soldiers; the farmer and the land; industrial development; labor conditions; the problem of white and black; educational progress; the South of today. Three hours. Mr. Morrison.

**221c. Social and Industrial History of the United States.** The current social and industrial conditions in the United States will be traced from their beginnings; and European conditions which furnish traceable influences will be considered. Some of the subjects are the natural resources, the influence of cheap land, the effect of invention, machinery, and science, the development of agriculture and manufacturing, the rise of the great industries, capitalism, business combination, labor organization, and government regulation. Three hours. Dr. Smith.

**407c. Western American History.** The westward movement in American history is traced from the migration from the Atlantic Coast into the Mississippi Valley to the occupancy of the Trans-Mississippi West. This history of Ohio as a part of the movement is considered. The influence of the frontier on American life and institutions is emphasized. Three hours. Dr. Smith.

**409c. American Statesmen.** This is an advanced course in American History in which the entire field of American History is studied from the lives of the leading men of the times. Each student will prepare lessons on twenty characters assigned by the instructor. Two hours. Mr. Hoover.

**412c. Teaching History in Junior and Senior High Schools.** The development of instruction in history, civics, economics, and sociology; the objectives and content of these subjects; the socialized course of study; the standardized tests; and problems of teaching these subjects. Two hours. Dr. Smith.

**416c. Ohio History.** A study of the history of the State of Ohio, from the first settlers to recent times. There is no satisfactory text on this subject. Students who are registered in this course are expected to have access to either the publications of the Ohio Archaeological and Historical Society or Randall and Ryan's History of Ohio, five volumes. Two hours. Mr. Hoover.

**418c. America and the Orient.** A study of the modern history of China and Japan with reference to their relations to the western world. Three hours. Dr. Smith.

**421c. The History of American Foreign Policy.** The course gives an introduction to the practice of diplomacy, and the working organization of the Department of State, and the relations of the United States with foreign states. Topics: The establishment of independence; freedom of the seas; territorial expansion; establishment of boundary; the Monroe Doctrine; the controversies of the Civil War; expansion of interests; the entry of the United States into the World War; the peace treaties resulting from the World War. Two hours. Mr. Morrison.

**422c. Problems in American History.** A course providing an introduction to methods for determining historical facts, and their application to special problems in American History. Admission by consent of instructor. Two hours. Mr. Morrison.

**423c. Latin American History.** A survey of Spanish and Portuguese America from the establishment of colonial settlement through the wars of independence; the transfer of Hispanic civilization in language, customs, religion, trade, and political institutions; Indian relations; labor and social conditions; education and industry; struggles for independence. Two hours. Dr. Smith.

**424c. Latin American History.** The establishment of the modern republics; evolution of their political theory; struggles for political stability; exploitation of natural resources; diplomatic and commercial relations with the United States and Europe; international problems; contemporary progress. Two hours. Dr. Smith.

**425. The United States, 1860-1877.** A study of the political, social, and economic situation during the period of the Civil War and Reconstruction. Topics: The situation in the North and South in 1860; the formation of the Confederacy; a brief survey of military and naval operations; the blockade; foreign relations; life in North and South during the war; raids from Canada; collapse of the Confederacy; political reconstruction; industrial revolution in the North; the changing South; demoralization in the early seventies; the election of 1876-1877; restoration of home rule in the South. Three hours. Mr. Morrison.

#### HOME ECONOMICS

**251c. Clothing and Textiles.** This course includes a study of textile fibers as to source, composition, and use, and of fabrics from a structural and an economic standpoint. It includes underwear selection and construction. Much of the work is of a laboratory nature. It is a required course for a Home Economics major. Three hours. Miss Morse.

**252c. Textiles and Consumer Buying.** This course includes a study of textile fibers as to source, composition, and use. It takes up fabrics from a structural, an utilitarian, and an aesthetic standpoint. It consists of readings, problems and laboratory work. The course is required for home economics majors electing the teachers course or the business training course in clothing and textile fields. Three hours. Miss Morse.

**418c. Interior Decoration. (Home Planning.)** Practical applications of the principles of design and sanitation and of the theory of color are employed in studying the problems of planning and furnishing homes which fit our social and economic needs. Required of all students majoring in Home Economics. Three hours. Miss Fitzgibbon.

## MATHEMATICS

**101c. Plane Trigonometry.** The definitions of the trigonometric functions and the relations among them; the addition theorems, functions of the double and half angles; computations with logarithms and the solutions of the oblique triangles. Two hours. Dr. Borger.

**102c. Analytic Geometry.** The study of cartesian co-ordinates, polar co-ordinates, the straight line, the circle, and the elements of conic sections. Text: "Analytic Geometry," by Love. Three hours. Dr. Marquis.

**303c. Differential Calculus.** A study of variables and functions, theory of limits, differentiations, and applications to maxima and minima and rates. Text: "Calculus," by Love. Three hours. Dr. Marquis.

**207c. Teaching Arithmetic in the Primary Grades.** A very practical course for teachers in grades one, two, and three, for elementary supervisors, and for those who plan to occupy such positions. Detailed method suggestions for teaching the topics which constitute the arithmetic curriculum of the primary grades are given. The results of experimental studies and of recent developments in educational psychology are incorporated. Three hours. Dr. Morton.

**209c. Teaching Arithmetic in the Intermediate Grades.** This course deals with methods of presenting the subject matter of the arithmetic curriculum in grades four, five, and six. The course presents, in a very practical way, the best methods of teaching common and decimal fractions, the elements of percentage, and problems solving, as well as the four fundamental operations with whole numbers. The text used is one of the books adopted by the Board of Control of the Ohio Teachers' Reading Circle for the year, 1927-1928. Three hours. Dr. Morton.

## MUSIC

**101c. Essentials of Music.** This introductory course is designed to give the student a basic knowledge of notes, rhythms, notation, scale and chord formation. Two hours. Mr. Kresge.

**Harmony.** This course is designed to enable students to become acquainted with the more usual Harmonic and Melodic progressions, and the laws underlying them. The aim of the course is not merely to explain these progressions but to present the means by the practice of which the student may become familiar with them and to enable him to write, think, and hear tone.

**103c. Harmony.** Notation; intervals; rhythms, scale formation; triads; harmonizing of melodies, inversions; passing and auxiliary notes; original work. Prerequisite, knowledge of elementary theory, notation, and keys. Two hours. Mr. Kresge.

**104c. Harmony.** Study of chord structure; continued key relationship and modulation; melody writing; harmonization of original melodies, given melodies and figured basses. Prerequisite, Harmony 103c. Two hours. Mr. Kresge.

**109c. Instrumentation.** Required of all candidates for the music degrees. A study of the classification and scope of all orchestral instruments. Arranging and scoring for orchestra. Three hours. Mr. Robinson.

**110c. Instrumentation.** Laboratory course. Scoring for full orchestra and smaller units. Prerequisite 109c. Three hours. Mr. Robinson.

**113c. History of Music.** Required of all candidates for the diploma in Public School Music, the diploma in the School of Music and for the musical degree. General History development and influence of music among ancient peoples. Early Christian Music. Polyphonic music. Various schools of polyphonic music. The rise of dramatic and instrumental music, and the development of the various musical instruments.

The development of the Opera and Oratorio. The Romanticists. Modern music and musicians.

Textbook, *History of Music*, Waldo S. Pratt. Two hours. Miss Hedden.

**114c. History of Music.** Continuation of Course 113. Two hours. Miss Hedden.

#### PHILOSOPHY AND ETHICS

**103c. Introduction to New Testament Thought.** Religion has been one of the major factors in the development of civilization in the West, especially the Christian religion. To understand contemporary culture requires a true knowledge of this powerful movement in religion and morals. The most adequate and authentic source of this information for the formative period is the literature and history embodied in the New Testament. This course is meant to ascertain the origin and value of its several types of thought and experience for philosophy and religion. The course will begin with a survey of the background and history of New Testament times. This will be followed by study of the development of the New Testament writings. With these as a basis detailed study will be made of the teachings of Jesus and Paul and of the other important types of New Testament teaching. Three hours. Dr. Houf.

**301c. Problems of Conduct.** The aim of this introductory course in ethics is to aid the student in understanding the moral experience of the child and adult in primitive and civilized group life. Attention is given to the origin and development of moral ideas with a view to seeing what psychological and social forces are at work in making and unmaking moral standards. A survey of the historical and present-day moral theories is made in order more intelligently to develop a constructive theory of personal and public morality. The student is directed to see that at the root of every important social question, e. g., of government, industry, education, family, and race relations, is a moral problem the facts about which are to be brought under reflective treatment. Three hours. Dr. Gamertsfelder.

**303c. Introduction to Philosophy.** For students who wish to know what philosophy is, what its problems are, and how philosophy is related to the special sciences, to religion, morals, poetry and general literature. Following are some of the topics which will be treated in an elementary way: The origin and nature of knowledge, the meaning of explanation and the tests of truth; what is matter, life and mind; evolutionism, naturalism, materialism, realism, pragmatism, idealism, mysticism, skepticism and agnosticism; the soul, freedom, immortality, God, good and evil. Three hours. Dr. Gamertsfelder.

#### PHYSICAL EDUCATION

**209c and 210c. Individual Gymnastics.** This is a practical course in what is commonly called "corrective" gymnastics. It should appeal to any who may have postural defects or certain functional or organic weaknesses as

well as those who have no such irregularities but who feel they need scientific exercises to take at home. Students will be asked to go to their physicians for a medical examination at their own expense. The physician will fill in an examination blank supplied by the instructor. With this as a basis, exercises will be prescribed for the particular individual. Exercises will be general and corrective. Corrective exercises will be given for such conditions as flat feet (broken arches); postural defects such as round shoulders, hollow back, protuding abdomen, functional lateral curvature of the spine; constipation; general weakness, etc.

Students will be asked to take these exercises over a period of three months and to keep a record of their performance. Progress will be noted and the exercises changed, when necessary. No text. A fee of one dollar will be charged for materials. One hour each. Mr. Giauque.

**411c. Theory of Play and Games.** Lee's "Play in Education," "The Normal Course in Play," prepared by the Playground and Recreation Association of America, and some pamphlets issued by the same association will be used as texts. The course will take up a study of the various theories of play, the part of play in the development of manhood and womanhood, the variations necessary for age, sex, etc. It will also include a study of recent playground and community recreation developments, and will provide the material for the teaching of games, community singing, community dramatics, and other recreational features. Two hours. Mr. Giauque.

**412c. Theory of Play and Games.** Continuation of Course 411c. Two hours. Mr. Giauque.

**414c. History of Physical Education.** A study of the physical education of all countries; their philosophies of exercise and recreation; and the contribution of each to present-day physical education methods. Two hours. Mr. Giauque.

**441c. The Teaching of Health and School Health Problems.** This course meets the State requirements of a four-hour health education course for all those students taking a major or minor in Health and Physical Education. In addition to this requirement the State Department of Education recommends that such a course be "offered as an elective and, wherever feasible, required of all teachers in training." This is not a content course dealing with health information and knowledge. Rather it is concerned with the principles and methods involved in the teaching of health and in the operation of a health service. It should, therefore, be especially valuable to all special teachers of health as well as to grade school teachers because of the almost uniform necessity of their including health instruction in the curriculum. Four hours. Mr. Giauque.

#### **PHYSICS AND ELECTRICAL ENGINEERING**

**103c. Freshman Physics.** (1) For teachers and prospective teachers of physics who have had the high school course and who are seeking a more thorough and more advanced knowledge of the subject; (2) for any who wish to save time in college by working out the text, thus securing three hours of the required credit. It may be possible, if satisfactory laboratory is available, to secure the full four hours credit, thus satisfying the pre-medical requirement.

The course begins with a consideration of basal terms and units, and a brief treatment of the relations and sides of triangles. Then follows a study of kinds of motion and their laws; forces; the relation of power, work and energy; the simple types of machines; molecular physics; fluid pressure; the properties of gases; hydraulic principles; temperature and its measurement. Three hours. Mr. Atkinson.

**103ac. Freshman Physics Laboratory.** This course is designed to accompany the theory course 103c. It may be done by those who have access to a good Physics laboratory or the equivalent equipment. The subjects covered are mechanics, heat, and sound. One hour. Mr. Green.

**104c. Freshman Physics.** Prerequisite, Freshman Physics 103c or its equivalent. The credit for having completed this course cannot be used to satisfy the physical science group requirement until satisfactory laboratory work has been completed. Such laboratory work will be planned for students who have access to the proper apparatus.

An elementary course in magnetism, electricity, and wave motion. Three hours. Mr. Atkinson.

**104ac. Freshman Physics Laboratory.** The second half of Physics laboratory. Electricity and Light. One hour. Mr. Green.

The four courses 103c, 103ac, 104c, and 104ac, are the eight hours in Physics required for entrance into medical schools.

**113c. Elementary Radio Telephony.** A practical course in the radio art, designed for that very numerous class of persons who are not experts. A study of methods of applying electric waves in broadcasting and receiving.

Prerequisite, high school physics. Three hours. (Those who have radio equipment may secure an additional hour of credit by performing certain experiments as directed.) Mr. Green.

#### POLITICAL SCIENCE

**203c. National Government.** The relations between the government and the people; the new conception of the presidency; the growing powers of Congress; the federal judiciary; constitutional protection of business; the police powers of the government; the civil service; administration of currency and finance; regulation of commerce; recent legislation. Three hours. Dr. Smith.

**204c. State and Local Government.** The nation and the states; the framework of state government; the work of the departments; reorganization of the state executive; the county and township government; and the relation of local government to state government. The government of Ohio will be used for purposes of illustration throughout the course. Three hours. Dr. Smith.

**406c. Constitutional Law.** This is a study of American Constitutional Law. The text is by W. W. Willoughby and the case book by Wambaugh. The leading cases on constitutional questions will be studied. Two hours. Mr. Hoover.

**415c. History of American Political Parties.** This is a study of the history and development of political parties and party problems in America. The actual workings of party machinery, party platforms, and political leaders will be studied. Two hours. Mr. Hoover.

**417c. Municipal Government.** The growth of cities; their relation to trade and industry; state control over cities; service to the people; the commission form of government; the city manager; and other recent movements. Studies will be made of each type of government in the cities of Ohio. Three hours. Dr. Smith.

**419c. American Political Theory.** Early political theory; development of political thinking in America from the colonial period to the present; including the theories of the Revolution, the Constitution, the Jeffersonian and Jacksonian democracies, the slavery controversies, states' rights, and recent tendencies; internationalism, pacifism, militarism, and interpretations of democracy. Three hours. Dr. Smith.

**420c. International Relations.** A discussion of the problems of nationalism and internationalism, methods of settling international disputes, and the interests of the United States. The interests of the course are suggested by the following: Sentiment of nationality, conflict of color, economic internationalism, financial control, open door, Pan-American movement, inter-allied debts, world courts, and control of international policy. Three hours. Dr. Smith.

**426. Comparative Government.** A comparative study of government and politics in this and some other important countries with respect to forms, procedure, popular representation through political parties, and recent developments. Three hours. Dr. Smith.

#### PSYCHOLOGY

**205c. Child Psychology.** A detailed study of the development of the child mind from birth through the nursery school, kindergarten, and elementary school ages. The nature and potentialities of the child at birth will be considered, the development of the senses, of motor ability, of social and emotional traits and attitudes, and intellectual abilities. Such topics will be treated as: Play, language, children's reading, habit formation, discipline, the place of music, art, and constructive materials in the life of the child, moral and religious tendencies, agencies for the study of children and the advancement of child welfare, etc. Three hours. Dr. Porter.

**207c. Psychology (Educational).** In this course the practical work and problems of the teacher are studied in the light of the findings of modern psychology. Many fundamental questions are raised and their attempted solutions reviewed, special attention being given to the methods and means of psychological and educational investigation ordinarily employed in the solution of such problems. By means of careful readings and practical experiments and exercises the fundamental principles of the learning process and their effective application in the actual teaching situations are impressed upon the student. Some of the other typical questions that will be given thorough consideration are: (1) Basic principles underlying the motivating of school work. (2) Teaching students how to study effectively. (3) Modern methods of measuring and evaluating the results of teaching. (4) Accurate and scientific methods for the grading of students. (5) Brief study of intelligence measurements and uses of the results. (6) Inter-relation or correlation of human capacities. (7) Transfers of training or mental discipline.

By means of case problems that actually have arisen in the classroom, many of the daily questions that occur to puzzle the teacher are given critical

study. Texts: Strong, "Introductory Psychology for Teachers." Whipple, "Problems in Educational Psychology." Supplementary readings: Gates, "Psychology for Students of Education." Three hours. Mr. Gentry.

**208c. The Psychology of Advertising and Selling.** The application of psychological principles and experimental methods to the problems of appeals and response in advertising and selling. Analysis and evaluation of the methods and devices of publicity on the basis of the known facts concerning human nature and conduct. Some time will also be devoted to the application of laboratory and statistical technique in the interpretation of class results. In all cases, however, an attempt will be made to study and solve from a psychological viewpoint the practical problems of the individual interested in advertising and selling. Three hours. Mr. Anderson.

**412c. Abnormal Psychology and Mental Hygiene.** The nature of mental adjustments made by man to adapt himself in a normal way to the requirements of modern life; the deviations from the normal leading to the maladjustments which must be considered as abnormal; the relation between the mental processes of primitive man, the child, dream-life and mental disease; the theory, application, and limitations of psychoanalysis, the experimental methods giving useful results for the study of abnormal mental processes; applications of the facts of abnormal mental development to individual and social life. Three hours. Dr. Porter.

**415c. Psychology (Social).** An intensive study of the social-mental relations between individuals, the mental nature of human social groups and their behavior; a study of the instincts which make for social and individual development. The significance of instincts, of habit formation and reflection in human social life. The social meaning of individual differences, methods of investigating social behavior, the psychology of moral, social and religious development. Three hours. Dr. Porter.

**419c. Introduction to the Study of Mental Measurements.** A careful study of the methods and results of individual and group intelligence tests, of typical performance tests, and other methods used in mental analysis and measurements. Demonstration of the giving of both individual and group intelligence tests and actual testing by the student by both methods if arrangements can possibly be made. Emphasis will be given to the working up of test results and their application to the schools and individual tested. Several recent books and articles from scientific journals will furnish the reading for the course. A fee of \$1.00 is charged for material furnished the student. Three hours. Dr. Porter.

**420c. Advanced Mental Measurements.** A continuation of Course 419c with more attention to thoroughness of analysis of test results. Elementary statistical treatment of findings combined with the study of advanced and more extensive publications in this field, more particularly the working out of a minor problem which if at all possible will grow out of the school or other practical problems with which the student is seriously concerned. Materials fee \$1.00. Three hours. Dr. Porter.

## SOCIOLOGY

**201c. Educational Sociology: Introduction.** This course is intended to introduce teachers and school administrators to the sociological method of studying and evaluating educational theory and practice. It briefly deals

with a discussion of education as a social process conditioned by social groups and institutions, social attitudes and values; the pupil as a person and as a member of various groups; the sociological basis of teaching and classroom organization; the curriculum in terms of social needs; the school in relation to the community: Two hours. Mr. Jeddeloh.

205c. **Outlines of Sociology.** A brief, but intensive elementary course in sociology designed to furnish students who can give but one semester to the study of sociology with a knowledge of certain basic concepts, techniques, and principles of sociology. Points of emphasis are: Human nature, the sociological study of personality, the major social processes, social groups, collective behavior, public opinion, social control and progress. Three hours. Mr. Jeddeloh.

211c. **Rural Sociology.** A course designed primarily for those preparing to teach in rural schools. It deals in a general way with social conditions and influences which shape rural life and the welfare of rural people. Two hours. Dr. Bing.

212c. **Rural Life Movement.** A brief study of the forces that have improved, enriched and ennobled American rural life. The history and the psychology of the movement are studied with special emphasis upon the development since the year 1900. Two hours. Dr. Bing.













